DOCUMENT RESUME

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TITLE	Special Reading Project, Secondary Level.
INSTITUTION	Palestine Independent School District, Tex.
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DESCRIPTORS	*Diagnostic Teaching; Junior High School Students; *Language Arts; Reading; Reading Ability; *Reading Difficulty; Reading Improvement; *Reading Programs; Secondary School Students
IDENTIFIERS	*Right to Read

ABSTRACT

The Special Reading Project is designed to serve those students who are identified as education deprived (not achieving at grade level expectancy) in the language arts area. The project is staffed with personnel trained to diagnose learning problems and prescribe individual educational plans to be implemented through prescriptive teaching. The ultimate goal of the project is to identify and assist students with specific reading disabilities and to provide instruction of a corrective nature that will narrow the gap between their present functional level and their potential. Individual educational plans are designed to redirect the traditional approach from teaching to learning uniquely structured to meet individual needs. The following variables are included in the educational environment: teacher-attitude or approach, teaching methods, specific educational objectives for each pupil in need, special services, curriculum modification, instructional materials, and equipment. Evaluation in the project is assessed through administering pre- and post-achievement tests, periodic progress reports based upon diagnostic tests, and regularly scheduled grade reports, and teachers observations of attitudinal changes, interest, and participation. (WR)

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PALESTINE INDEPENDENT SCHOOL DISTRICT
Palestine, Texas 75801

SPECIAL READING PROJECT

IDENTIFICATION:

1. Title of Project: Special Reading Project, Secondary Level
2. Location of Project: Palestine, Texas 75801
3. Contact Person: Evans C. Hood, Superintendent of Schools
4. Telephone Number: (214) 729-1831
5. Cost of Project: $25,000.00

PARTICIPANT CHARACTERISTICS:

1. Number of Participating Students: 200
2. Grades Affected: 8th, 9th, 10th, 11th, and 12th
3. Fiscal Year: 1973-74 Regular: X Summer: ___
4. Number of Staff: 2 Resource Teachers and 2 Teacher Aides

PROJECT CHARACTERISTICS:

1. Community Setting: Urban
2. Specific Area of Instruction: Language Arts (all Communication skills)
3. Program Description: The Special Read Project is designed to serve those students who are identified as educational deprived (not achieving at grade level expectancy) in the language arts area.

   The educationally disadvantaged are those who because of social, emotional, mental, physical, cultural, environmental, or economic reasons have not been able to achieve to their optimum potential. They may be characterized by some or all of the following: poverty, poor family relations, deprived environments, poor communication skills, unmet basic human needs, lack of positive learning experiences, and low aspiration levels.

   This Special Reading Project is staffed with personnel who are trained to diagnose learning problems and prescribe individual educational plans to be implemented through prescriptive teaching. Prescriptive teaching provides a vehicle through which supplementary equipment and multi-sensory materials are

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utilized by the Resource Teachers to fulfill individual needs. The ultimate goal of the Palestine Independent School District Special Reading Project is to identify and assist students with specific reading disabilities and to provide instruction of a corrective nature that will narrow the gap between their present functional level and their potential; The Resource Teachers implement special remedial services through prescriptive teaching. Individual educational plans are designed to redirect the traditional approach from teaching to learning uniquely structured to meet individual needs, and includes the following variable factors in its educational environment:

1. teacher-attitude or approach,
2. teaching methods,
3. specific educational objectives for each pupil in need,
4. special services,
5. curriculum modification,
6. instructional materials, and
7. equipment.

Prescriptive teaching provides a vehicle for these modifications of instruction and other school variables which are based upon individual diagnosis in the direction of assisting the pupil to overcome his deficiencies. This program is designed for prescriptive teaching as a method of utilizing diagnostic information for the modification of educational programs and desired behavioral changes for pupils who are experiencing learning disabilities.

The priority ranking of the Special Reading Project need are:

1. Special reading program to provide for remediation of basic skills at the secondary level,
2. The development of positive self-concepts, and
3. The development of positive attitudes toward reading.

This project provides for developmental and remedial techniques in areas fundamental to the development of adequate reading skills including:

1. Perceptual skills,
2. Comprehension skills,
3. Word attack skills,
4. Reading study skills,
5. Interpretative and appreciative skills,
6. Rate of comprehension skills, and
7. Oral reading skills.

Additional goals of this project are:

1. To develop communicative skills for functional use in life situations;
2. To guide each student to be a happy, well-adjusted personality with feelings of security, adequacy, belongingness, independence, self-worthiness, and achievement in keeping with his potential through providing success experiences;
3. To develop good work habits, skills, and attitudes as a basis for motivating the students to learn;
4. To develop interests, activities, and skills that will have carry-over value in and out of school for worthy and acceptable use of leisure time; and
5. Through promoting positive self-concepts, develop a better understanding of intra-personal, group, and community relationships and social attitudes that will enable the student to recognize and take his part in community life.

4. Screening and Placement: Initial screening is the responsibility of the regular classroom teacher, screening is based upon:
   a. Previous test data,
   b. Academic records,
   c. Anecdotal records, and
   d. Teacher observation reports.
5. Diagnostic Procedures: After screening is completed, all pupils selected for placment in the Read program are then administered an informal assessment battery

of standardized tests (reading inventory or diagnostic tests, the Wide Range Achievement Test, the Peabody Picture Vocabulary Test) and informal assessment of developmental or functional areas (sensory-motor integration, conceptual skills, auditory and visual perception, social skills including self-concept profile, and basic academic skills). These diagnostic assessments are administered by the Resource Teachers under the direction of the Appraisal Team in the Palestine Independent School District's Diagnostic Center for Pupil Appraisal.

Using data from all assessment procedures, the Resource Teachers write an educational prescription for each individual student which records the student's indicated potential, present functional level, recommended learning modality, areas of strengths and weaknesses, and a comprehensive program of remediation for each deficiency (including teacher interventions and appropriate materials) with strength areas cited in reference to how the teacher can utilize proficiency in strength areas as a basis of approach to remediation in areas of deficiency.

Should the data obtained from the ititial referral and informal assessment indicate significant academic or behavioral deviations, the student is then referred by the resource teachers to the Diagnostic Center for Pupil Appraisal for a complete psycho-educational evaluation. A diagnosis of learning disabilities is made and a complete psycho-educational report is then written from data obtained through individual tests and the informal assessment. This report contains a detailed analysis of the student's present level of intellectual function, indicated potential, social and emotional adjustment and maturity, vocational aptitude, and an educational prescription recommending learning modalities with a comprehensive program of remediation for each indicated deficit area.

6. Evaluation Design: Evaluation in this program is assessed through administering pre- and post-achievement tests (California Achievement Test),

periodic progress reports based upon diagnostic tests and regularly scheduled grade reports, and teachers observations of attitudinal changes, interest, and participation. Teacher observation check-lists, to be completed at the beginning and end of the year, provide a basis for evaluation of attitudinal changes.

Additional evaluation is conducted through observations by the administrative staff, Unit Task Force Committee, respresentatives from college level personnel, and State and Federal Education Agencies.

Palestine Public Schools

PALESTINE, TEXAS 75801

OFFICE OF SUPERINTENDENT

SRA Reading Laboratory Kits 11C	2
SRA Pilot Libraries Kits 11C	2
SRA Vocabulab, III	2
SRA Reading for Understanding Junior Edition	2
Barnell Loft Capitalization And Punctuation Kits	2
SRA Organizing and Reporting Skill Kits	2
Reader's Digest Adult Reading Kits	2
SRA Your Attitude Is Showing	1
SVE Learning About Manners	1
SVE Developing Basic Values	1
Basic Understanding Series	1 set
House of Challenge	1 set
Process Concept Social Studies Series	1
TTC - Context Vocabulary Set	2
TTC - Comprehension Skills Set	2
Imperial Intermediate Reading Program	1
Aural Reading Lab.	1
EDL Listen and Read	
LR-GHI Album 1	2 Sets
LR-GHI Album 2	2 Sets
ESP How To Study Series	2
ESP Spelling Power Series	2
ESP Sentence Skills Series	2
Putting Phonics To Use Series	2
ESP VO-TECH VOCABULARY STUDY PAK	2 (Level 3)
Bowmar Reading Incentive Programs - Cassette Edition	2
Reading Attainment Systems 1	2
Reading Attainment Systems 2	2

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